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ABSTRACT

Teaching methods and learning activities are suggested to help youth develop value-decision skills and have positive growth experiences in value-exploration groups. The document is intended for use by staff of youth and family organizations as they develop values education workshops. The document is presented in six chapters. Chapter I introduces values education and explains how leaders of youth and family organizations can use teaching techniques described in the document. Chapter II discusses basic values education concepts, including values, valuing, values clarification and analysis, and values commitment. Chapter III emphasizes the importance of creating a supportive atmosphere when teaching about values. Chapter IV presents teaching strategies and learning activities to help individuals explore thoughts and feelings about values, make value choices, link values to actions, and share individual values with the group. Activities involve participants in group discussions, learning games, writing exercises, filling in worksheets, drawing pictures and symbols, role playing, and interviewing other group members. Chapter V suggests ways to plan a values education training session. The final chapter lists publishers who produce values education materials. (DB)

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INTRODUCTION TO VALUES EDUCATION

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INTRODUCTION

Chances are that in the last twenty four hours you have made a number of important value decisions. You have had to choose between a number of alternatives at different times — alternatives as to what to do — and each alternative involved a complex of value issues. You have either voiced an opinion on an important issue or decided to withhold your opinion. You have had to act quickly on something and rely on your first impulse as to what to do — an impulse derived from past decisions. In short, you are involved in value decision making every day of your life.

How well you make those value decisions depends upon a great many things including your value decision making skills. And those skills, like any other skills, are learned and practiced and improved throughout life or they get rusty and you get out of shape.

One of the goals of the YMCA, the 4-H Clubs, the Boy's Clubs, the Scouts, or the church youth groups is to help youth develop value decision making skills and have positive growth experiences in groups that are supportive of value enquiry and of acting upon one's values. This Introduction to Values Education is designed to be an aid to staff of these youth and family organizations as they strive to work on this goal.

The process of helping others look at and act on their values must include the staff person or leader looking and acting upon his or her own values. Therefore, this book is designed for use in a staff training workshop and is intended as a workbook. It is filled with more questions than answers. It is structured to be personal and practical. It is for the staff person who wants to be involved with him or herself and with the group he or she is working with.

The first chapter introduces several basic concepts and asks for your reaction and application. The next chapter discusses the importance of the environment you create for value enquiry and action. This cannot be overemphasized. The third and largest chapter presents four types of basic values education strategies with examples and outlines for you to adapt to your group and settings. The next chapter deals with how you might go about training your co-workers to be more effective value educators, and the last chapter suggests resources you might turn to for more ideas.

This is one in a series of staff training books developed by the YMCA Values Education Center. Each book has a specific focus — basic strategies, camping, youth sports, boards and committees, family life, etc. Each is written for use in a staff training workshop or by experienced group work leaders and facilitators. This series is not just for the YMCA but is intended to be useful to leaders in a wide variety of youth and family organizations.

One of our most important basic assumptions is that you — the staff person, leader, facilitator, concerned person — are a capable, competent person. You are o.k. to begin with; you want to grow and learn and be even more effective as a leader. With this assumption up front, it follows that it is our privilege to be able to share with you our ideas and what works for us, and that an important part of our job is to learn from you . . . the participant in a workshop or the reader of this book.

We also assume that the youth we are all working with have today an awful lot of value inputs. They are bombarded with a wide variety of value contents from the media, from institutions, from the government, from family, friends and experiences. What they often lack is the opportunity to sort out these value inputs, to order them for themselves and to decide which they want to act upon. In other words, we feel that as important as value advocates are today, it is even more important that youth have value enquiry and value clarification and value action learning models around them. Youth organizations are in a unique position to provide these models and these opportunities. It is the club or troop or team that can take time regularly, throughout the year, to let kids talk and share and practice value decision making and develop those skills that will help them deal with all of these value inputs.

Let us make one more point. We are not talking about a bunch of games or even the big values clarification retreat. There are effective games, true. There can be meaningful retreats for junior high of high school kids. But the job of values education is an ongoing job. It is not something accomplished in any one shot approach. Rather, it is worked at consistently, over time, by the organization and the leadership that cares enough to take the time to build the significant group with the long term relationships that make a difference in kids' lives.

We believe that there are millions of adults who are working on this task in all kinds of organizations. We congratulate those whom we come in contact with and hope that we can be of help to them in some small way.

The YMCA Values Education Center is built upon years of work by thousands of staff and volunteer leaders of the YMCA and other organizations. It is most immediately built upon the work of the YMCA Youth Values Project, a project of the Akron, Ohio YMCA on behalf of the National Board of YMCAs and funded by the National Institute on Alcohol Abuse and Alcoholism, U.S. Department of Health, Education and Welfare. This particular book builds on the work of that project and the paper entitled "Understanding and Using Values" by Patricia L. Johnson, Ph.D., published as part of the National YMCA Year Book 1975.

BASIC CONCEPTS

We feel that the following basic concepts are important to the person who is working as a value educator. If you internalize these you will be operating on a sound basis. Each concept is presented in a short definition, followed by a brief discussion and a box for you to write in your reactions to and applications of the concept. You will find that each idea will take on more meaning if, in addition to individual reading, thinking and reacting, you talk over the concept with one or two others.

VALUES are basic beliefs about what is good or ought to be, that serve as guidelines for decision-making and actions.

Values are not usually the only thing you consider in decision making and acting, but they are **one** of the things you use. They are not always conscious, but that is part of what value education is all about — helping people become more conscious of how they are using values. Every person has a value system — i.e. holds several values that interrelate. It is not just a matter of deciding that you value something. You have to go on to decide how much you value it and in comparison to what. An important value might be that of respect, but when put in relationship to other values like honesty or achievement, it takes on new meanings. Because of this it is important to not only examine each value you hold but to examine its priority and relationship to your other values.

Reactions and ways I might apply this concept . . .

VALUING is the process of developing values, of becoming aware of them, and of utilizing them as criteria in making decisions and carrying out actions.

There is a lot to valuing. It is value development. It is value enquiry. It is making value judgments. It is analyzing value questions. It is choosing, prizing, affirming and acting on values. It is the feeling of liking and of disliking.

Reactions and ways I might apply this concept . . .

SOURCES OF VALUES, or where we get our values, include parents and family, reference groups, and personal experience.

The first and primary source of values for most people is their parents and their family when they are young. These are the people that teach values in what they say and do, what they expect and reward, and what they discourage and discipline. The second source of values is the reference group — the group(s) that the person wants to be a part of and therefore, accepts the values of. This can be large or small, one or many. Most people have reference groups throughout their life often changing with job, age, and community. The last source is that of personal experience. As one reflects on what he or she has gone through or has observed as happening to others, one comes to view certain values as core. That is, experiences affect one's ranking of values and influence one's integration of different values into one's own set of values.

Reactions and ways I might apply this concept . . .

VALUES EDUCATION STANCES AND APPROACHES include values avoidance, values neutrality, values advocacy, values analysis, values clarification, and values commitment/action-learning.

Values avoidance is the position that values issues are not the proper concern of the leader, coach or counselor. Those who support this view believe that other institutions than their own, usually the church and the family, are the proper authorities in values matters, not the youth organization. The basic problem with this stance is that the youth group leader does model values and his or her program is organized around certain values, i.e., you are in the values education business whether you like it or not. The question is: are you going to be aware of it and deal with it?

Values neutrality is the position that value issues may be dealt with, but only with objectivity. That is, all sides of an issue may be surfaced and discussed, but the leader will take no personal stand of his or her own. This raises the issues but opens the leader to confusion and conflict of models and stances at other times and charges of aloofness and detachment which kids seldom are comfortable with or will stand for.

Values advocacy or inculcation is the approach that focuses on the content of the values being discussed. It is the position that the leader knows best, has the answer and is there to share his or her wisdom on the subject. Methods used are often telling, establishing rules and enforcing them, and modeling. Of these, modeling has the most impact . . . especially when it is in harmony with the intentional or unintentional telling.

Values analysis focuses in understanding how values work. It is the approach that suggests the person who knows the most about his or her own thinking is the person who will make the best decisions. Methods in this approach use data collection, inference, analogy, rational thinking skills, stages of reasoning. It is often a part of several of the other approaches.

Values clarification is the approach being used a great deal today focusing in one's awareness of one's own values. Self-awareness activities, helpful confrontation for clarification, and solving of personal dilemmas are all techniques used in this approach. Much of this book concerns itself with this approach as well as the next.

Values commitment/action-learning is the approach to values education that goes a step beyond analysis and clarification to focus on action — what do you do about your own values? The methods are generally the addition of individual and group action projects and ongoing evaluation, to analysis and clarification activities. The key is to consider these projects as part of the value education process and to develop the kind of group with the type of interpersonal relationships where acting on one's values is considered good and is supported.

Reactions and ways I might apply this concept . . .

A VALUES STRATEGY as used in this book is a process for a group of people to follow that is intended to help each participant to think about a selected value issue in a way that provides the participant an opportunity to practice a valuing skill.

Some call them games, others structured exercises. Usually a strategy is simple and takes only 10-30 minutes to complete. Strategies often involve one or more key questions, directions for how to (not what to) respond or deal with the question(s), and a way to share those responses among members of the group.

Reactions and ways I might apply this concept . . .

A VALUING PERSON is one who is characterized by several things including: recognizes the value dimension of a problem or situation, accepts responsibility for his or her own value decision-making, discovers a variety of options when confronted by a problem, considers the consequences of each option, weighs the best choices in light of his or her already established value system, utilizes other resources in shaping up that best option, makes a choice, acts on it, stays open to growth and relates to other people.

Think of this as a broad description of the characteristics of the valuing person. It is one picture of what you are working towards. At different times different characteristics are more important than others. It is not a fixed step-by-step process but is rather a collection of characteristics that come into play in different orders on different issues in different situations.

Each of the characteristics in this list has skills related to it. Different value education strategies or ways of discussing value decision-making and acting help practice different skills. The leader should choose strategies that focus on skills he or she feels the group needs to develop at a particular time. This list may be helpful to the leader and/or the group in identifying different foci for different sessions.

Recognize Value Dimension - There are values present in every choice or decision. This is a concept that the Valuing Person accepts as a given. The challenge is to identify the particular values at work in your making this particular decision in this particular situation.

Accept Responsibility - We are responsible for our values and actions. This does not mean that we make every decision in a vacuum or that we are really free to decide everything by ourselves. But the Valuing Person accepts responsibility for making value decisions and actions within his or her own context, owning them and accepting the consequences.

Discover Options - When confronted in one way or another with a situation that requires a decision, the Valuing Person attempts to do what we call pre-decision reflection. This involves several things including discovering as many different options as possible. How many alternative actions can I think of for this situation? Are there alternatives I haven't thought of that others might suggest?

Consider Consequences - Another part of pre-decision reflection is consideration of consequences. What might happen if each option were taken? What are the short term and long term consequences of each alternative action? What are the desired consequences? the undesired consequences? What consequences do others see?

Weigh in Light of Value System - For the Valuing Person each decision is not totally new or isolated. The Valuing Person has some type of value system, be it simple or complex. Another part of pre-decision reflection is the job of weighing the attractive options and consequences in light of the values already held by the person. What values do you have that seem relevant and how do you rank these values with each other? Does this decision appear to change any values? the order of different values? Does it reinforce any values or any ordering of values?

Utilize Other Resources - Throughout value decision-making and action the Valuing Person utilizes other resources. He or she realizes that other persons can be helpful and that written and organizational resources are also useful. What resources do you have and how can you use them? How can your experience be a resource to you?

Make a Choice; Act on It - At the appropriate point the Valuing Person makes a choice or decision and then acts on it. This requires the ability to actually choose from the options and to develop a plan for action. In light of all the pre-decision reflection and utilization of resources, what is your decision and how are you going to carry it out? What is it going to take from you (commitment) and others (support) to act?

Relate to Other Persons; Stay Open to Growth - For the Valuing Person it is important to relate effectively with others and to be open to growth. He or she shares with others to clarify, test and validate his or her own values. Sharing of values develops a basis for coalition of like-minded valuers for group value development and action. The Valuing Person has some ideas about the image of the future and seeks to grow toward that image of the future. He or she seeks feedback and evaluates that feedback in an effort to grow. Valuing and growth are celebrated by Valuing Persons!

Reactions and ways I might apply this concept . . .

Values, valuing, sources of values, approaches to values education, strategies, and characteristics of the valuing person are all basic concepts of values education as presented in this book. If you have stopped to think about how you react to each concept as we've presented it and how you might apply that concept to your work with others, then you have begun to internalize these basics. As you work with the other chapters of this book — creation of a supportive environment and leading strategies — you may want to come back to these basic concepts, reread them and add notes to your reactions and application boxes.

ENVIRONMENT

The environment you create for values education is the key to the whole thing. What you do in preparation, in introducing the issue(s), and in maintaining an exciting and a supportive atmosphere is the heart of your job as values educator. We feel that certain house rules should be shared with the group from the very beginning and then added to and maintained by the whole group.

HOUSE RULES

1. Speak for yourself . . . not for anybody else!

Each person has the right to say what they feel and think, and to do it for themselves. In values there are no "right" or "wrong" answers to questions in the traditional sense. Rather each person must decide what is right and what is wrong for him or herself. Often this house rule takes time to establish. Many people want to know what the "experts" think and usually someone wants to be that "expert" who speaks for others. Phrases like "it is human nature to . . ." or "all Southerners believe . . ." or "when you do that then you want to . . ." all block dialogue. This is especially true when you don't feel like the other person. For example if you feel sad about something and another person says "everyone feels happy on sunny days like this" then how do you disagree? The more helpful statement would be "I feel happy today with the sun shine and all." Then you can say "That's nice, but I feel sad because . . ." Each person has then spoken for him or herself.

2. Listen to others . . . and then they'll listen to you.

Listen to each person and show respect for their right to speak for themselves. Listen for their ideas and feelings. You don't have to agree with someone to accept what they are saying as their statement of their values. As everyone works on this — listening — the environment is created in which value inquiry can really take place because people begin to trust each other and to learn from each other and to feel more and more comfortable sharing with others what they really think and feel.

3. Avoid put-downs . . . who needs 'em?

Verbal put-downs hurt people — even when they laugh and appear not to be bothered. Put-downs are often contagious and get thrown back. The game builds up and the environment for values education is destroyed. If people think they might be put-down, they hesitate to share personal feelings and ideas; especially if they vary from the group norms or expectations. This can mean that a lot of value discussion will be held back. Non verbal put-downs also hurt. These can include facial expressions, gestures, side conversations, even unconscious looks.

4. Take charge of yourself . . . you are responsible for you!

Each participant in the group will learn something different from each session. Each person will learn as much or as little as he or she chooses to learn. Learning occurs when the learner is ready. An answer to a question is most relevant when the question is being asked. This means that each person is responsible for his or her own learning and for his or her own ideas, feelings, actions and values. The leader can be a block to everyone's learning by trying to take this responsibility off of the participant's shoulders. The leader only creates the environment in which learning might take place. The participant is responsible for him or herself.

5. Show respect . . . every person is important.

When you join a group and any kind of conversation begins, you can usually tell in a few minutes whether people respect each other or not. You can tell by how they listen and by what they say to each other. You can tell by what they do with each other. For effective value education to take place, it is crucial that the group become one in which respect is felt, because respect is there, and is being shown. Every person is important — that is a crucial group norm for the type of value education we are talking about.

6., 7. . . .

After discussing these house rules, come up with some others that are important to the particular group. For some it might be the right to pass — to not answer any question that you do not want to answer, thus making it clear that this is not a therapy or encounter group. The avoidance of self-put downs might be added in some groups where it is a block to value education. Break your group into pairs or triads and have each sub group discuss the application of one or more of the house rules and come up with one more to add to the list.

A poster of these house rules, with space for adding your own, is available from the YMCA Values Education Center. It is a large, multi-colored poster that you may want to use in every club, team or camp group you work with. A small version of it is included in the cover art on this book.

Several other keys to the development of a supportive environment for values education are listed below. Each is worthy of your personal consideration and several of them could become issues for discussion by your group.

A SPECIAL PLACE

In an ongoing program like a club or youth sports program or camping program, it might be helpful to have a special place where serious values discussion generally takes place. Whenever the group gathered in this place, they would expect to get down to serious thinking and dialogue. It might be one particular corner of the gym or a special place at camp. This in no way precludes discussions in other places but does make one place comfortable for values strategies and discussions.

MOOD OF THE PARTICIPANTS

The participants and their moods are probably the elements most difficult to control. Yet everything that happens can work to improve or deteriorate their moods. The important thing is to be sensitive to where they are, to be an active listener and to facilitate their sharing feelings. The effective leader needs to be flexible and make every effort to be psychologically "with" the group. Tune-in to their mood and identify with them before you try to lead them. If something special has happened that day, build on it and take it someplace rather than denying it and restricting it.

PACE

Vary the pace of your valuing session. Keep it moving with new questions and thoughts and strategies. Mix physical action with discussion and with writing. If something runs down, change the topic or format. People can get bored easily. Yet they can also get very serious and deep. Be ready for quick changes.

SPACE

Sit on the same level as the participants. Have them sit in a circle so that each one can see each of the others. From time to time break the group up into smaller groups of three or four, and let then discuss things among themselves. People need plenty of space to wiggle; yet to get involved with you and with each other, they need to be close enough to you and to each other to hold their attention.

DIRECTIONS

Give directions to a strategy very carefully. Make the directions as clear and simple as possible. Give all of the directions before starting the strategy. Nothing is more frustrating than being told a new rule in the middle of a game. Repeat directions two or three times before starting so that everyone has a couple of chances to catch on. Repeat the directions again the next time you use the same strategy even if it is just one session later.

BUILDING LEADERSHIP IN THE GROUP

The people you are working with can lead valuing discussions. After several sessions ask for volunteers and let them lead a strategy. Give everyone an opportunity to lead. This may be the area where some of the people can show leadership that they haven't been able to before.

ATTENTION

Give the group your full attention. Be totally "with" them. When an individual is speaking, look him or her right in the eye and listen. Show that you care about each person's response.

TRUST THE PARTICIPANTS

If you don't believe the group is interested in values and don't feel they can discuss serious topics, they won't be interested and won't discuss them. You have to believe in them, show confidence in yourself to lead them and confidence in the group to participate.

SHARE

Be a part of the group; and let the participants know what you think and feel. For example, when you ask a voting question, hesitate a few seconds until most of your group has voted and then vote yourself. When a person asks what you think, give him or her your personal answer, labeling it as just that - not the answer, but your answer.

NEUTRAL/SUPPORTIVE

It is very important that you don't respond to some people with "that's good" or "great" and then respond to others with "really" or "are you serious." Your responses to the participant's contributions need to be neutral in terms of values, yet supportive of their participation. Consistently say "okay" or "thank you" to each response in an interview, for example. You value their participation and the fact that they are thinking and sharing, but you do not judge the goodness or badness of the content of their ideas or feelings.

PLAN OR BE SPONTANEOUS?

This is not an either/or situation. Certainly the more spontaneous the value education is, the better. But some leaders use this as an excuse to avoid the tough job of really facilitating the development of the participant's valuing skills. The most spontaneous leader is the one who plans sessions and uses those plans . . . plus. He or she becomes effective at spontaneous interventions because he or she has conducted enough planned sessions to know the group and really internalize the process. To teach basketball, we use drills and practice sessions first. We learn dribbling and passing and shooting and plays. Then we go into the real game and find the fundamentals come naturally and aid us as we grapple with the situation and competition. The same holds for valuing. If we practice the skills, we will find that we are better at the "real game."

LET THEM ALL TALK

If your group is not getting into discussions, the problem may not be discipline or boredom. The "problem" is often the structure of the strategy or exercise. If everyone wants to talk at once, let them . . . break the group into pairs and let them all talk. Pairs or trios can be used for 30 seconds or ten minutes at most any point in a session. The staff person does not have to be in every group to answer every question. People learn from peers and opportunities to sort out their own thoughts and priorities. This can work when the group seems bored or disinterested, too. If a group of ten greets a question with silence, simply say: "Turn to one person near you and share your reactions to the question with them." The result will be almost instant buzzing.

Establish a positive, supportive set of house rules, identify a special place, be in touch with your group, vary the pace, use the space, give clear instructions, build the leadership of the group, give them your full attention, share with them, be supportive, plan yet be ready to change and you'll have the kind of environment where things will really happen.

BASIC STRATEGIES

In this chapter we present in detail twenty different values education strategies. They are grouped under four headings:

exploring strategies — those that help individuals explore what their thoughts and feelings are about certain value issues and share those thoughts and feelings with others,
choosing strategies — exercises that provide practice in making values choices and taking public stands on issues,
linking strategies — ways of working on linking values to actions, of helping people move from statements to behavior, and
focusing strategies — ones that facilitate members of a group focusing in on one member at a time in more depth of exploring, choosing and sharing values and actions.

Each strategy is presented with purposes, the process, and examples of content which might be effectively used in the process. These are not tight formulas to be used to instantly do values education. They are strategies that you will have to adapt to your group, setting, and issues. To help you with that, there are worksheets for writing your own adaptation of each strategy.

The strategy worksheets begin with space for you to make notes about the group you are going to work with and the time, place and mood they are likely to be in. These are keys to effective use of strategies — knowing your group and setting. Next, the worksheet calls for the specific questions you are going to ask to get your group working on the issue you want them to. Finally, you'll need to plan the way(s) in which you want to have the group share their answers to your questions.

EXPLORING STRATEGIES

This group of strategies is designed to help all participants focus on themselves and explore their own values in response to questions selected and asked by the leaders. Then each person has a chance to share their responses to the question with others.

These are more than just "ice breakers." If the questions are of importance to the participants and the leader, they provide an opportunity for serious inquiry.

NAME TAGS

Purposes:

1. To get acquainted.
2. To share information important to participants.
3. To begin individual and group thinking about sharing and listening.

Process:

1. Ask each person to take a card (3 x 5 or larger).
2. Ask each person to write on the card the name they would like to be called, making the writing large. (If possible draw a large name tag on newsprint or chalkboard, writing your directions as you go.)
3. Explain that the participants are going to add some information about themselves which they can share with one another on a one to one basis in a few minutes. Remind them that they can pass if they do not wish to share this information.
   EXAMPLE:
   — In the upper left hand corner of the card ask them to write one of the things they do best.
   — In the upper right hand corner of the card ask them to write the name of the person they most respect.
   — In the lower left hand corner of the card ask them to write a material possession that is important to them.
   — In the lower right hand corner of the card ask them to write 3 values that are most important to them.

4. Have the participants put on their name tags and then mill around the room looking at each other's name tag. Then you may ask each person to pick one other person in the group whom they know the least but would like to get to know better and sit down and share their name tags with each other.
5. As a leader, you will want to participate yourself by completing your own name tag and sharing it with the others

Materials: Cards (3 x 5 or larger), pencils or pens, masking tape or pins.

Other Name Tag Questions

You, as the leader, will select or write the questions for name tags. When doing so, it's important to know your group, and to phrase questions in a way that will be consistent with your purposes. The questions should be open-ended and of a nature that elicits information that is of interest to individuals in your group. Select questions which will allow participants to explore their values, that will help them learn about themselves, and that will make them feel comfortable sharing their responses with others.

Here are some examples of other name tag questions:

— write down your greatest achievement
— draw a face showing your mood right now
— list several reasons why you are here
— write down where you are from
— what is your favorite time of the year
— list several things you would like to accomplish with this group
— write down how you most like to spend your time
— list several words that best describe you as a person
— write what one thing you would like to know about the group
— list several hopes you have for this group
— write down one bit of information about yourself that you would like for others to know
— write your job description (in 10 words)

Other Name Tag Ideas

Depending on the occasion, and your goals, you may find a need to design your own name tag strategy. What you ask on your name tag may focus in on a particular issue like sports or families. The design or shape of your name tag could represent a symbol of interest to the group. A family night at day camp might ask family oriented questions and be shaped like a tree or some other part of nature which is representative of the camp experiences.

Here are 2 unique name tag ideas:

1. "Head Strong"
   Follow the directions listed above for the regular name tag. Only this time have participant draw a picture of a head, with eyes, ears, nose and mouth. Then ask the following . . .
   Beside **eyes** list the most beautiful thing you have ever seen.
   Beside **ears** list what you most like to hear.
   Beside **nose** list what smells you most enjoy.
   Beside **mouth** list 3 words you find most characteristic of your vocabulary.
   Finally, draw a hat on your head and put your name on the hat.

2. "Public and Private"
   When first meeting people in a group, paticipants want to get better acquainted, yet at times, are not ready to share more than basic introductory information. This name tag idea allows for that plus it provides a mechanism for more in-depth sharing at a later time, when participants are more comfortable with the group and open to exploring their values with each other. Have the participants fill out one side of the name tag with some responses to safe questions. Then have them fill out the back of the tag, the "private side," with things inside them which people do not often know about them . . . (feelings, thoughts, hopes, concerns). This side will not be shown in the initial milling. Side one is shared early in the session while the "private side is shared either when participants choose or later in the workshop at a time selected by the group.

Name Tag Worksheet

Characteristics of the group: _____

_____

The setting in which the name tag will be used: _____

_____

Your specific objectives in using this strategy: _____

_____

_____

Questions for the corners of the name tag: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Sharing process:

____milling . . . ____verbal, ____non-verbal

____paired discussion

____gallery

____other _____

SYMBOLS

Purposes:

1. To get to know yourself.
2. To share information about yourself with others.
3. To get to know others better.
4. To focus in on your values and those of others.

Process:

1. Give each person a piece of paper (8½ x 11) and a pencil or crayons. Ask them to draw a shield and divide it into as many sections as there are members of his family.
2. In each section have them write the name of a family member and draw a picture of one strength they see in that member of their family.
3. Now have them write underneath their shield a "family motto" . . . a saying that is representative of their family at its best.
4. At this point break into groups of 3 where each person has a chance to share with his or her group.
5. You may choose to end the strategy after the small group discussion or to go further by asking participants to hang their shield on the wall in an art gallery fashion.

Materials: Paper (8½ x 11), crayons, pens or pencils, masking tape

Other Symbol Questions

Another way to do this strategy is to have each person divide his paper into four parts and then ask a different question for each section.

Here are some examples:

- draw a picture or symbol of what cooperation means to you
- draw a picture of something you are good at
- draw a picture of something you are proud of
- draw a picture of something that makes you happy

— draw a picture of one thing you would like to get better at
— if you had all the money in the world for one day, what would you do with it? (draw a picture of that day)

Other Symbol Ideas

Symbols can take the form of any object relevant to the group you are working with. If it is a baseball team, a ball glove might be appropriate; a camp group, a tent; or any other item which the group might identify with.

Symbol strategies may ask only one question yet ask you to respond in each section for a particular person. Or they may pose a different question in each portion of the symbol. Choose the design that will best serve your purposes.

Here are 2 unique symbol ideas:

1. "Flower Symbol"
   Have each participant draw a large picture (8½ x 11) of a flower with 5-6 petals. In each petal, have them draw a picture of a flower that symbolizes something about their personality or some other bit of information that would allow others a chance to get to know them better. Then have them share with each other what they have drawn.
2. "Tree Symbol"
   In this symbol strategy, ask participants to draw a picture of a tree. Then in different sections of the tree, place a name of a person they work with or members of their team; based on what part of the tree best symbolizes that person. Then have them share in groups of 3 their reasons for placing people where they did.

Symbol Worksheet

Characteristics of the group: _____

_____

The setting in which the symbol strategy will be used: _____

_____

Your specific objectives in using this strategy:

_____

_____

_____

Questions for the sections of the sheet or shield: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Sharing process:

____pairs

____triads

____call outs to total group

____other _____

18

TEN THINGS

Purposes:

1. To get in touch with things you value.
2. To learn more about what you like to do.
3. To learn about what others like to do.

Process:

1. Give each participant a sheet of paper and ask them to number from 1 to 10 down the left side of the paper
2. Now ask them to list the 10 things they like to do the most
3. When the participants have completed their lists ask them to mark the following codings to the right of their list for each item when appropriate.
   - "12" beside each item they have done at least 12 times in the last year.
   - "F" beside any item they hope to do more of in the future
   - "X" beside any item that they may not find on their list in 5 years
   - "1 - 3" ranking beside those 3 things they like to do the most
   - word "job" beside those items which they do as part of their jobs
   - word "free" beside those items which cost little, if any, money to do
   - a happy face beside those items which make others happy when they do them.
   - "✓" beside those items which they think would be on a close friend's list.
4. Next, ask them to look back at their list and complete the following sentences:
   "I was surprised that I . . ."
   "I learned that I . . ."
   "I hope to . . ."
5. After completing the written part of this strategy, have participants turn to someone they would like to talk with and share their lists and sentences.

Materials: paper, pencils or pens

Other Ways of Doing 10 Things

1. Job Expectations:
   Have participants list ten general expectations of their job. Then place the following code beside each appropriate item.
   - put an "X" beside each item you feel your boss considers an important part of your job . . . circle the X's by those which your boss has made clear to you, are important to him.
   - put a "$" beside items which will provide you financial return
   - rank order the 3 most important to you personally
   - write the word "time" beside those items which you need more time to do
   - beside those items which are fun to do write the word "fun"
   - put a "T" beside items which you feel you need more training in.
2. Ask each participant to write down ten things they expect of their spouse. The coding might involve:
   - in the first column check those things you feel your spouse is doing well
   - in the next column put an "X" by any items that you have never or seldom talked about with your spouse
   - in the third column put a star by the three things you feel are the very most important to you personally.

   This version of ten things is only appropriate when both parties are present so that they can share each other's lists and talk about expectations they have of each other and whether or not they want to meet them. If only one party does it, it can be very threatening to the other. If done as a way to share, in a supportive environment, it can be a positive experience.
3. Have each person make a list of ten things they own that are material objects of importance to them. The coding could include:
   - put a check by those items that you bought for yourself
   - next put a "P" beside those items that were presents
   - finally, rank order the 3 most important items on your list and write one word next to each of these that sums up what that object means to you . . . try to make this word a value word.

Ten Things Worksheet

Characteristics of the group: _____

_____

The setting in which the ten things list will be used: _____

_____

The question: "Write ten things that _____

_____

The coding: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Sharing process:

____pairs

____triads

____call outs to total group

____gallery

____other _____

VALUES BOXES

Purposes:

1. To get acquainted.
2. To get participants to use imagination and creativity.
3. To share information with others.
4. To give participants practice in exploring their own value priorites.

Process:

1. Pass out cards (3 x 5 or larger) and pencils or pens. Describe this card as a Values Box.
2. Ask participants to fill the box with all the things they hope to accomplish in the next year. Things can relate to people, objects, ideas, relationships, concepts, or anything. Participants write as many as they can.
3. When everyone has completed his or her card, form groups of three. Small groups are important for sharing and giving each person a chance to talk and listen. Ask the groups to discuss their Values Boxes. Be sure that each person gets time to describe the contents in his/her box.
4. Provided there is enough time and interest, you may then ask each participant to circle several of the accomplishments that are most significant to them. Then, in small groups, share some of the ways they plan to go about accomplishing these goals over the next year.
5. You might also open it up for discussion by the total group by asking each person to call out one of the items from their box.

Materials: Cards (3 x 5 or larger), paper, pencils or pens.

Other Values Box Questions

- fill the box with things you respect
- fill the box with your material possessions
- draw pictures of your strengths
- list all of the things you would like to get from this group
- write the reasons you are a part of this group
- list all of the words you can think of for cooperation

— write down every sport you enjoy
— list all of the things you need for survival
— write down things you would like to share with this group

Values Box Worksheet

Characteristics of the group: _____

_____

The setting in which the values box will be used: _____

_____

The question: "Fill this box with _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Sharing process:

____pairs

____triads

____call outs to total group

____gallery

____other _____

PROFILES

Purposes:

1. To get acquainted.
2. To have participants share information about themselves.
3. To raise level of self esteem in the group.

Process:

When a group is coming together for the first time, it is important that people feel welcome and it is helpful to give them a chance to share a variety of things about themselves with each other.

1. Have newsprint up around the room with each participant's name printed on the top of a separate sheet. You may want to take polaroid pictures of each person as he or she arrives and put them up on their sheet.
2. As the first activity, ask each person to complete the following sentences on their profile-newsprint sheet:
   — I'm from . . .
   — I'm here to . . .
   — I can provide . . .
   — I like to . . .
   — I love to . . .
   — I hate to . . .
3. Then provide time for people to mill around and get to know each other by reviewing profiles and chatting with each other about their responses.
4. Leave the newsprint up to help participants with names as well as to provide information for further use in the workshop.

Materials: Newsprint, markers, masking tape

Other Profile Sentences

— I'm good at . . .
— I'm working on becoming . . .
— I hope to deal with . . .
— I'm a resource in . . .
— I would like others to describe me as . . .
— I like people to . . .
— Some things the group should know about me are . . .

Profile Worksheet

Characteristics of the group:_____

_____

The setting in which the profile will be used:

_____

The sentence completions for the profile:____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Sharing process:

____pairs

____triads

____gallery

____call outs to total group

____other _____

CHOOSING STRATEGIES

The choosing strategies are designed to help participants zero in on making a choice of one value over another. The simplest is voting, saying yes or no about a value issue. The most complex is rank ordering several values that are each important. These strategies can be used by themselves to start a discussion, or they can be used with another strategy to bring closure on the issue.

Remember that there are no "right" or "wrong" answers in a good values education strategy. If there is an obvious "right" or "wrong" answer, then the questions have not been carefully thought out. The best questions are ones that make people think and that raise issues that are so important that people honestly disagree with each other and can benefit from the give and take of discussion.

VOTING

Purposes:

1. To help participants practice making choices publicly
2. To quickly find out where each individual stands on a value issue in a way that lets everyone in the group see where everyone else stands.
3. To provide a way to share value positions quickly without lengthy discussion and thus produce data for later discussions.

Process:

1. After reinforcing the house rules, share with the group the objectives of the strategy. Stress to them that this is a way for them to make choices without talking and that they should look around the circle to see how others are voting.
2. Ask each person to join in doing the arm positions as follows:
   — if you agree, raise your hand high . . . shake it if you agree strongly
   — if you disagree, put your thumb down . . . shake it if you really disagree
   — if you want to pass, fold your arms across your chest . . . do this if you don't want to answer, or just can't answer it.

3. Ask one or two questions as examples so participants can try the positions and look around at others. Each question should start with "How many of you . . ." You should repeat each question so that everyone hears it. After asking your example questions, ask a list of questions related to a particular subject. The following are examples:

"How many of you have been in your job for more than 5 years?"
"How many of you dream of other work, of another profession entirely?"
"How many of you agree with the people you work with on most issues?"
"How many of you find your job generally fulfilling?"
"How many of you occasionally find your job frustrating?"
"How many of you wish your job allowed more time for yourself and your family?"
"How many of you wish you had more control over your job?"
"How many of you feel that you would be put-down if you took a morning off when you've worked several evenings?"
"How many of you think of your work when you are playing?"
"How many of you have dormant hobbies?"
"How many of you feel that you will be working for this organization 5 years from now?" "ten?" "twenty?"
"How many of you are married?" "have children?"

. . . . . .

"How many of you agree with your own parents on politics?"
"How many of you feel close to both of your parents today?"
"How many of you have had a fight with your parents in the last year?"
"How many of you have communications problems with your spouse?"
"How many of you feel that no-fault divorce is a good thing?"
"How many of you feel that family structure is changing drastically in our society?"
"How many of you believe that family life as we know it will now disappear in twenty years?"
"How many of you feel that you should be working with families more?"
"How many of you would like to be working with troubled families more?"
"How many of you feel that you personally can be helpful to other families?"

. . . . . .

Before I ask you this series of voting questions I'd like to ask you to close your eyes for a few seconds and get in touch with a recent value decision you made. Get in mind a tough decision you had to make where some value issues came to bear on your decision. O.K., now open your eyes and vote on these questions:

"How many of you felt you recognized the value dimensions of the situation?"
"How many of you fully accepted responsibility for making your own decision?"
"How many of you felt that you came up with a pretty good variety of options for what you could do?"
"How many of you took time to consider most of the possible consequences of the best options?"
"How many of you considered the choice in light of your own traditional values?"
"How many of you utilized other resources in making your decision?"
"How many of you actually made the choice and acted on it?"
"How many of you have thought about the decision since making it and might make a different decision next time?"

4. After voting on a series of questions ask if anyone in the group has an additional question on the same subject which they'd like to ask the group. Help them phrase it with "How many of you . . ." and with a sharp focus. Often the questions have only one acceptable answer or are too global to answer at all. Try to help the person sharpen the question without changing their meaning.

5. Next, ask if anyone would like to know why people voted the way they did on any specific question. People have the right to pass. This is not the time for a great debate but rather for sharing reasons.
6. There are several other ways discussion can take off from here. People can simply pair off and discuss the issues raised by the voting questions or small groups of three or four can be formed. If the questions were good, the group will want to discuss the issues and this is best done in sub-groups where more people can talk at once than in the total group which often gets boring with only one person at a time speaking.

Material: None

Voting Worksheet

Characteristics of your group: _____

_____

The setting: _____

_____

Voting questions:

"How many of you_____

_____"

"How many of you_____

_____"

"How many of you_____

_____"

"How many of you_____

_____"

"How many of you_____

_____"

"How many of you_____

_____"

"How many of you_____

_____"

"How many of you_____

_____"

"How many of you_____

_____"

"How many of you_____

_____"

"How many of you_____

_____"

Sharing process:

____pairs

____small groups

____people who agree

____people who disagree

REACTING

Purposes:

1. To help participants get in touch with their reacting to a value statement.
2. To provide an opportunity for taking a public stand on each value statement.
3. To discover the variety of reasons different people react in the same way or in different ways to value statements.

Process:

1. Before beginning this strategy, prepare four large signs. On one write, "Strongly Agree." On the second, write "Agree," the third. "Disagree," and on the fourth, "Strongly Disagree." Tape these to the wall in the four corners of the room.
2. Ask everyone in the group to stand up and gather in the middle of the room. Then read one value statement and ask everyone, without talking, to go to the sign that stands for their first reaction to the statement.
3. After everyone has gone to one of the corners, call them back to the center of the room and repeat the process with the next value statement. It is important to bring them back to the center so that they have to make a new choice and move again to one of the four signs.
4. You can ask several before discussion, or allow for discussion after each statement. The following are each different ways of structuring the discussion. Use which seems most appropriate at the moment.
   - — Simply ask everyone to turn to someone standing close to them and share for two minutes their reaction. This allows everyone to talk almost at the same time and generally helps people discover that others made the same choice (agree, disagree, etc.) for different reasons.
   - — Ask each group (all those who chose the same reaction) to talk amongst themselves for five minutes to make as long a list as possible why they all agree or disagree, etc. Then have one spokesperson from each group read the list of reasons to the total group.
   - — When you have a good distribution of people between the four reactions, for small groups with one or two people from each position in each group, i.e. each group of eight would have two people between the four reactions, form small groups with one or two people from each position in each group, i.e. each group of eight would have two people that strongly agree, two that agree, two that disagree, and two that strongly disagree. Give these groups ten minutes to discuss the issue, emphasizing speaking for themselves and listening carefully to each other.

Materials: Four signs

Sample Value Statements for Reactions

"Women should have equal opportunities and equal obligations in all areas."

"People should not be held back in career advancement because of academic record."

"Professions should be represented by unions like any other workers."

"The only way to right the wrongs of past discrimination is to establish quota systems."

"Prisons produce harder criminals. They cannot rehabilitate. They should be abolished."

"Birth control information should be provided to anyone who requests it."

"Good parents know what's best for their kids."

"Children would be lost without rules."

"The church provides the foundation for character and moral development."

"No one has the right to not work."

"The board should represent the membership."

"The board should have representation from the whole community."

"Health is an attitude "

"Health care is a privilege not a right."

Reactions Worksheet

Characteristics of the group: _____

_____

Setting: _____

_____

Value Statements: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Sharing process:

____ people that agree

____ people that disagree

____ total group

____ other _____

SAYINGS

Purposes:

1. To examine the value implications of familiar sayings.
2. To provide an opportunity to practice making choices between value loaded sayings.
3. To share with others your choices and reasons.

Process:

1. Before doing this strategy, prepare six, twelve or eighteen signs with one familiar saying on each sign. Post six of these in different places on the wall allowing room for people to gather under each sign. If using two or three rounds, simply tape a second or third sign over each of the first six. Remove the top sign at each location and you have your second set showing. Remove the second set and the third set is showing.
2. Ask the group to gather in the middle of the room and to look at all six signs. Read each saying out loud once or twice and ask people not to talk about them or react with verbal comments.
3. Next, ask everyone to make a choice between the six sayings and go to the one of their choosing. You will give them one criterion on which to make this choice. Here are several different criteria. Use only one.
   - — Choose the one you agree with the most.
   - — Choose the one you find most repulsive.
   - — Choose the one you heard the most as you were growing up.
   - — Choose the one you use the most . . . the one you tell others.
4. After the group has made its choices, give them one of the following directions for discussion. Again, these are conflicting directions if you give more than one. You choose which one you want to use.
   - — Discuss why you made the choice you made.

— As a group, discuss your saying and choose a spokesperson to tell the rest of us what your saying really means.
— Discuss the different applications of your saying . . . when is it a helpful saying and when is it not?

Materials: Signs with a different saying on each one.

Sayings for This Strategy

"Live for today and let tomorrow take care of itself"
"Make haste slowly"
"A penny saved is a penny earned"
"Don't lock the barn door after the horse is stolen"
"Where there's a will there's a way"
"A pitcher can go to the well 99 times and get broken on the 100th"
"What goes around comes around"
"Better late than never"
"If you live in a glass house, don't throw stones"
"If you wallow in mud, you come up dirty"
"You don't miss your water until the well runs dry"
"Sticks and stones may break my bones, but words will never hurt me"
"An empty wagon makes the most noise"
"Wishes, like chickens, come home to roost"
"What goes up must come down"
"Don't put off till tomorrow what you can do today"
"Do them before they do you"
"Ask me no questions and I'll tell you no lies, get me some apples and I'll bake you a pie"

Sayings Worksheet

Characteristics of the group: _____

_____

Setting: _____

_____

Sayings: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Sharing process:

____ people that made same choice

____ people that made different choices

____ total group

____ other _____

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RANK ORDERS

Purposes:

1. To further practice value decision making, this time putting several important values in an order of importance.
2. To help participants deal with the toughest choices, those that arise when several things look good but are in conflict with each other for some reason.

Process:

1. List three or four items on a chalkboard or newsprint.
2. Ask the group to rank, individually, the items from most important to least.
3. With a recorder at the chalkboard or newsprint stand, ask for a show of hands as to which ranking each item was given and tally those choices on the board.
4. Have small group or total group discussion. The following are ways you might structure that discussion. Choose one.
   - — Form pairs and ask them to discuss the rankings they gave the items.
   - — Form small groups of those persons who ranked the same item first. After discussion in these groups have a spokesperson from each group tell the total group why they feel their item is most important.
   - — Have a total group discussion of observations about the ranking of the issues. This is effective particularly if the group is not too large and if there were good splits on the rankings.

Materials: Chalkboard or newsprint

Sample Rank Orders

"Who has the most influlence on your values?
Spouse
Boss
Community"

"What do you look for most in selecting new staff?
Experience
Attitude
Education"

"How do you rank these personal values?
Honesty
Openness
Loyalty"

"What clientele should our agency be serving?
Interested Persons (Members)
Most Needy
Immediate Neighborhood"

Rank Order Worksheet

Characteristics of the group: _____

_____

The Setting: _____

_____

Rank Orders:

_____

_____ _____ _____

_____

_____ _____ _____

_____

_____ _____ _____

_____

_____ _____ _____

Sharing process:

____ groups who made same ranking

____ pairs

____ total group

____ other

TAKING A STAND

Purposes:

1. To help participants look at tough issues and see where they stand.
2. To provide an opportunity for the participant to define his or her own position on issues.
3. To see where different people stand on the same issue.

Process:

1. Draw a line on the floor or establish a line along one wall with plenty of space for everyone to physically take a stand along the line. Clearly define the ends and mark the middle point.
2. Ask a clear question. "Where do you stand on...?" Then describe two extremes at the two ends of the line. Go physically to one end and describe that position. Then go to the other end and describe that position. Try to make both sound like you believe them for that moment.
3. Next, ask each person to take a stand on the line at any point. They are not to talk about it but simply to go to their place. It might help to start with a question that involves a percentage so that people get the idea. For example, you might ask "Where do you stand on the issue of how much time you like to spend alone? Down at this end is the position that it is best to spend no time by myself. I like to be with other people all the time. At this end is the position that it is best to spend all of my time by myself. I like to be alone all of the time. Now you take a stand. Do you like to spend 0% of your time alone or 10% or 50% or 75% or 100%?"
4. After each continuum, provide an opportunity for some kind of discussion. Here are several different ways to do it. Choose one.
   - — "Turn to one person near you and find out why they have taken the stand they have taken."
   - — "Let's hear from some of the people as to why they have taken the stand they have taken. Would anyone at that end like to tell us why they are where they are? Anyone in the next fourth of the line? Anyone in this section? Anyone at the other end?"
   - — "Let's number off in fives. One, two, three, four, five, one, two, three, etc. Now if all of the ones will get together, and all of the twos, etc. Each group now has a representative of almost every position on the continuum. Discuss the issue in your group and listen carefully to each other."

Sample Continuums for Taking a Stand

Where do you stand on the issue of competition? How important is competition to you?

Absolutely Essential without it nothing good is accomplished	_____	It is Counterproductive competition always turns cut throat and stifles cooperation

Where do you stand on the use of alcohol in (the YMCA, the church, etc.)?

It should Never be Allowed there is no excuse for it	_____	The Y Should Get a Liquor License. Only if you are involved can you teach responsible use

Where do you stand on international work for our organization?

It is an Important Part of our Organization it should be strengthened and given a new push	_____	We Must Take Care of Our Own Problems First there is nothing gained by worrying about people so different from us

Where do you stand on sex education? Whose job is it?

It Should Only be Done in the Home	_____	It Should be a Part of Every Serious, Concerned Institution

Where do you stand on the causes of juvenile delinquency?

The Roots are in the Individual	_____	The Problem is in Our Society, Our System

Where do you stand on the solutions to juvenile delinquency? What are the programs of our organization focused on?

We Have to Work With Each Youth as an Individual	_____	We Need to Work on the System ... Change It

Taking a Stand Worksheet

Characteristics of the group: _____

_____

The Setting: _____

_____

Continuums:

"Where do you stand on _____

_____ _____ _____

"Where do you stand on _____

_____ _____ _____

"Where do you stand on _____

_____ _____ _____

"Where do you stand on _____

_____ _____ _____

"Where do you stand on _____

_____ _____ _____

"Where do you stand on _____

_____ _____ _____

"Where do you stand on _____

_____ _____ _____

Sharing Process:

____ people that agree

____ groups representative of whole continuum

____ total group

____ other _____

FOCUSING

This group of strategies provides the participants with an opportunity to focus in on one particular person at a time. Focusing provides the group with a chance to **elicit** information from each other, **accept** that information, **clarify** its meaning through supportive questioning, and then **accept** again as the participants each **speak for themselves.**

There are two basic types of strategies in the focusing section. One provides participants a chance to "take time" and focus in on themselves by **eliciting, accepting,** and **clarifying** information which they have written in regard to particular beliefs on a certain issue. This type of strategy suggests the importance of personally examining and clarifying for yourself what you believe. The other kind of strategy reinforces the self clarification process but takes it one step further by suggesting that participants interact with others by sharing-listening, then accepting, clarifying, and accepting. Both models increase personal and group awareness on certain topics while emphasizing self-worth of the group participants . . . we all like to be listened to and accepted.

WRITTEN CREED

Purpose:

1. To focus on personal values.
2. To respond to value topics in writing.
3. To share with others one's particular beliefs about certain values.

Process:

1. Set the environment and prepare the participants by saying that this strategy will give them a chance to respond to particular personal value issues by writing a creed.
2. Pass out either a sheet of paper with the seven issues for response printed on it or a blank piece of paper and post the questions on newsprint.
3. "There are many issues which cross our paths daily, but there are some which require us to take stances. These are the issues which define the way we live our lives."

4. There are seven issues which you will ask your participants to respond to. Have them write beside each issue what their personal creed is in regard to that issue.
   - — Personal health
   - — Career
   - — Financial security
   - — Family relationship
   - — Faith
   - — Retirement
   - — Life style
5. After participants have completed writing their creeds you may have them share what they choose with one other person, or form groups of 3 for sharing. Here, it's important to emphasize the acceptance, clarification model for focus discussions.

Materials needed: Paper, pencils or pen.

Other Written Creed Ideas

Family Creed

Adapt the Written Creed process to the following format. "Families establish creeds that govern many things in their family life. We suggest the following problems could arise in your family and that you may want to write a short statement about how your family plans to handle the problem. Not all may apply to your family, but the list includes many of the concerns that trouble families.

- — Selection of friends
- — Hobbies
- — School grades
- — Use of the car
- — Getting along with relatives
- — Family trips
- — Household chores
- — Alone time and family time

After each person is finished writing his or her family creed, have them share within their family and possibly come upon a Family Creed that all members contributed to and support.

Written Creed Worksheet

Characteristics of the group: _____

_____

Setting: _____

_____

Creed topic(s): _____

_____

_____

_____

_____

_____

_____

_____

_____

Sharing Process:

____ pairs

____ triads

____ total group

____ other _____

FANTASY TIME

Purposes:

1. To give participants time and "permission" to think about personal hopes and dreams.
2. To provide an opportunity for individuals to focus on themselves.
3. To allow group members a chance to share their fantasies.

Process:

1. Ask group members to close their eyes. Give them several minutes to think about the question "What do I want to be?"
2. Ask them to keep their eyes closed and change the question to "What could I do that would be a contribution to others?" Allow several more minutes after asking this question.
3. Ask group members to open their eyes and to share their fantasy with one other person. A variation on this would be to have individuals for groups of 3 or 4 and to go around the group having each person share his/her fantasy.
4. Ask participants to discuss ways they could make their fantasies come true.

Materials: None

Other Fantasy Questions

- If you had all the power in the world for one year, what would you do?
- If you could build a city from scratch, what would it be like?
- If you found yourself as a government leader, what would you do?
- If you were a young child, what would you hope was ahead of you in life?
- If you were to live in the city for one year, what would you do with your time?
- If you were to live in the country for one year, what would you do with your time?
- If you were to live on a ship in the ocean for one year, what would you do with your time?

Fantasy Time Worksheet

Characteristics of the group: _____

_____

Setting: _____

_____

Fantasy questions: _____

_____

_____

_____

_____

_____

_____

_____

_____

Sharing Process:

____ pairs

____ small groups

____ other _____

DOUBLE CIRCLES

Purposes:

1. To get acquainted.
2. To give participants a chance to find out what others in the group think.
3. To practice accepting and clarifying skills.
4. To focus in on what you think and on one other person.

Process:

1. Have participants form two equal circles . . . the outer circle facing inward and the inner circle facing out. Thus giving you pairs of participants facing each other.
2. Ask each participant to discuss the following question with his or her partner:
   — What are your reasons for participating in this group? (Be sure to give each pair a chance to introduce themselves to each other.)

   Other topics:
   — Where are you from, and what do you like about the place?
   — What are some important issues in your life? What makes them important?
   — What are some of your hopes and dreams?
   — What kinds of things are rewarding to you?
   — What do you treasure?
   — If you could do something different in your life, what would it be? Why would you do it differently?
   — What qualities do you find as being most important in a person?
   — What qualities are you most proud of in yourself?
   — Tell us about some significant people whom you have known.

   The interaction is two-way even though it is important to focus on one person's response at a time. Allow 3-4 minutes for discussion.
3. Now change partners by having the outside circle move two to the left. Give the new partners a new topic for discussion. Repeat until you feel a need to stop or participants have had a chance to share with a significant number of other group members.

Materials: None

Another Double Circle Idea

1. Follow the same basic format . . . only design your questions around a particular issue.
2. Give one common reason for drinking alcoholic beverages and ask each pair of participants to discuss two questions:
   a. What do you think of this reason for having a drink?
   b. What besides having a drink could you do to accomplish the same thing?

   Reasons for having a drink:
   — to relax, unwind
   — to be part of the group - because everyone else is
   — to celebrate when you really feel good
   — to escape from or turn off a bad day
   — because you are bored and looking for excitement
   — I like it . . . with friends/food
   — good for business . . . expected of you

Double Circle Worksheet

Characteristics of the group: _____

_____

Setting: _____

_____

Questions: _____

_____

_____

_____

_____

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FOCUS PERSON

Purposes:

1. To talk and to be listened to.
2. To listen when another person is talking.
3. To elicit individual reactions to a definition.
4. To increase feelings of self-worth.

Process:

1. Have the participants get into groups of 3.
2. Explain that you are going to read a definition of respect which the groups will then proceed to handle in the following way:
   a. One person (the focus person) talks about the definition and his/her beliefs about respect for 3 minutes.
   b. During this time the other group members listen and accept. The listeners may help the focus person say more about the subject by asking an occasional clarifying question: What makes you think that? Could you share more about what you've just said? (The listeners may draw out the focus person but not insert their own views. **This is not a group discussion.**)
   c. Take turns so that each group member has the opportunity to have the focus for 3 minutes. You will have to come up with your own definition of respect to read to the group to start this process.
3. When the groups have finished, ask everyone to forget for a moment the content of the discussion and to focus instead on what happened in the communication. Ask the group as a whole questions such as:
   — "How did you feel when you listened?
   — "How did you feel when you were listened to?"
   — How did you feel drawing out the speaker rather than discussing the subject with the speaker?"
4. In closing, you may want to give the triads time to go back and discuss any unfinished business they may have. "Making Time" is an important part of focusing strategies.

Materials: None

Other Focus Person Topics

- What does cooperation mean to you?
- What does achievement mean to you?
- What is good human relations?
- This group should spend its time . . .
- Communications means . . .
- What are your thoughts on fair play?
- What is your profession about?

Focus Person Worksheet

Characteristics of the group: _____

_____

Setting: _____

_____

Topic, question or definition to start the process: _____

_____

_____

_____

_____

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_____

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INTERVIEWS

Purposes:

1. To focus on one person at a time, providing him/her with the opportunity to share in some depth his/her feelings about a number of issues.
2. To give each person in the group a chance to ask questions and to get to know another member of the group better by listening to the interview and being accepting.
3. To emphasize the importance of "taking time" to focus on individuals.

Process:

1. Ask the entire group to sit in a circle. Ask for one volunteer to be interviewed. Remind the group of the ground rules emphasizing the right to pass. Also, introduce two new options to the volunteer — "you can say 'enough' if you wish to end the interview at any time for any reason," and "you can ask any two of the same questions of me that I ask you."
2. Interview questions should be open, exploratory, stimulating, yet gentle. The interviewer elicits information and feelings and then accepts the response with a nonjudgmental "o.k." or "thank you." Interviews should last 5 to 10 minutes and might include questions such as:
   - What is your full name?
   - Where do you live?
   - Describe each person in your family?
   - Describe your room - especially the parts of it you think are important, the things you put into it.
   - Tell us about the happiest day you can remember.
   - What can you remember that helped make that day special?
   - Describe the last time you were bored or lonely.
   - What happened to make you happy again?
   - Name three things you really like to do.
   - If you could have any wish at all right now, what one wish would you make?
   - What are the most important things for you in the whole world?

3. Three types of questions in an interview are often helpful:
   — questions about important people in the interviewee's life,
   — questions about the environments of the interviewee, and
   — questions about interests, activities, skills and values of the interviewee.
4. There are several options for further interviews after the 1-1 interview is concluded. You may suggest that people pair up and interview each other. Or you may choose to interview one or two persons a day in the large group in the same manner you just concluded. Interviews are most effective when the interviewer does not use a list of questions, but rather has some issues in mind and yet is flexible and a good listener.

Materials: None

Other Interview Ideas

1. Use the same process only ask questions related to a particular values issue. Like: alcohol, respect, discipline or equality.
2. When having a guest speaker, allow the participants to interview the person instead of having the usual presentation format.
3. Participants are interested in you as a person as well as a leader. Why not give them a chance to focus on you by allowing someone to interview you in front of the group.

Interview Worksheet

Characteristics of the group: _____

_____

Setting: _____

_____

Interview topics and possible questions: _____

_____

_____

_____

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LINKING STRATEGIES

This group of strategies is designed for moving the focus beyond the explanation of values and the choice between different values to the actions one does on the basis of one's values. The linking of values to actions.

Some of these strategies call for discussion of actions and trying out possible actions while others invovle taking actions and reflecting on how they went. Using these strategies with groups in youth and family programs can make a significant difference over time. It is the step beyond safe discussion that will make the difference.

TRIGGER STORIES

Purposes:

1. Give participants an opportunity to explore options.
2. Give participants an opportunity to consider consequences.
3. Give participants an opportunity to utilize other people in making a decision.
4. Give participants an opportunity to make a decision.

Process:

1. Prepare the group for this exercise by explaining that they'll soon be hearing a story that poses a problem situation in which a decision must be made. The story will not have an ending . . . the ending will be up to the individual listeners.
2. Form small discussion groups of 3 or 4 persons and ask them to listen as you read or tell the story.
3. Read the group a trigger story. (Examples can be found following these instructions.)
4. After hearing the story, ask each small group to list together all of the possible alternative responses to the unanswered question or situation . . . What are all the things you could do? Make your group's list as large as possible.
5. After a couple of minutes, ask each group to discuss the consequences of each of their alternatives . . . What would likely happen if you did each of the things you've thought up?
6. After a couple of minutes, ask each individual in each small group to make a decision . . . each person chooses one response.
7. Once all have made their choices, have them share and discuss in the small groups the reasons for their choices . . . each person explains why he or she chose what they chose.
8. Finally, ask for volunteers to tell the total group what their decision was. You, as a group leader, do not have to be in every group. Move from group to group and listen, show concern, be supportive of inquiry, ask questions.

Remember in doing trigger stories that the ultimate demonstration of action comes when the story is real. One of the points of working with a group of people over a period of time is to be supportive of your group when value decisions are for real. Part of your job as a values educator is to link this discussion to situations real to your group.

Here are some stories that might fit your group:

"At Home"

You are leaving the house with your son. As you come around the corner of your house, you see three neighborhood youths passing around and drinking out of a bottle in a brown bag.

What are all your options? What are all the different things you could do?
What are the consequences of each?
Make a choice.
Share your choice and the reasons with the group.

"Family Time"

You have just gotten home from work and are preparing to attend a community function with your family. The phone rings. It's your boss. He says, "We need you back at the office. I just got a call and some important people we have been trying to get together with want to talk about a new project tonight."

What are all your options?
What are the consequences of each?
Make a choice.
Share your choice and the reasons with the group.

"Workshop Learnings"

You're a participant in a workshop. You paid a lot of money for the experience and took valuable time away from your job. Three hours into the workshop you find that the leader is not modeling what he is teaching, and the workshop thus far has not been that helpful.

What are all your options?
What are the consequences of each?
Make a choice.
Share your choice and the reasons with the group.

Other Trigger Ideas

1. Use the same process, only after groups have brainstormed options, ask them to call them out so other groups can consider them. (You may want to record them on newsprint.) Then at the end of the trigger question sequence, have individuals call out their final selection and list it on newsprint.

Trigger Stories Worksheet

Characteristics of the group: _____

_____

Setting: _____

_____

Trigger story (Key characters, key dialogue, ending that demands a response): _____

_____

_____

_____

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ROLE PLAY DILEMMA

Purpose:

1. Give participants a chance to suggest a dilemma of their own.
2. Give participants a chance to act out dilemmas as they think they would occur.
3. Give participants a chance to utilize the people resources in the room in considering options to their back home dilemmas.

Process:

1. Ask participants for dilemmas or unanswered problems that are of interest to them.
2. Then instead of reading the dilemma, have several participants role play the situation as they perceive it.
3. Then ask groups of three the following questions:
   What are your options that occured to you?
   What are the consequences of each?
   What would you do and why?
   Share your choice and reason with your group.
4. A key to the success of this strategy is to allow the participants to provide situations which are of concern to them, and to allow the group to help them consider the many options which a group can provide.

Materials: None

Other Role Play Ideas

1. Have the people role playing act out one of the options selected. Then stop the story at another point and go through the same process of considering options.
2. Use the same process as in role play dilemma, but this time ask the actors what their reactions are to the options they have heard presented.

Role Play Dilemma Worksheet

Characteristics of the group: _____

_____

Setting: _____

Participants' story (key characters, key dialogue, ending that demands a response.)

_____

_____

_____

_____

_____

_____

_____

Role play assignments:

_____

_____

_____

_____

_____

ACTION LEARNING:

Purpose:

1. To allow individuals to examine the community environment and think about ways it could be changed.
2. To allow small groups to make decisions and carry them out.
3. To evaluate decisions in light of how they were acted on.

Process:

1. Give each person a piece of paper.
2. Ask each person to write down 2 or 3 things that would be valuable to do in improving the community environment.
3. Ask the group to pair off and share their lists. Each pair then picks one thing from each person's list which they as a team will try to accomplish within the next 24 hours (or whatever period exists between your regular meetings).
4. Each pair should then make a plan for accomplishing their two tasks. Questions they need to consider might include:
   Who's responsible for what?
   When should any given part be completed?
   What are some resources we should use?
   What materials/equipment might we need?
5. Ask each pair to then present their task and plan to the entire group. Tell everyone that the group will get back together for evaluation in 24 hours.
6. At the conclusion of 24 hours, ask each pair to again present what their task was, how they worked on it, what they accomplished, how their plan worked, and what their major problems were.

Materials: Pencil and paper

Other Action Learning Ideas:

1. Have participants design a plan to improve their home environment.
2. Suggest that the action plan be around improvement of the group environment.
3. Have participants design and implement a plan over a time period longer than 24 hours and one in which the entire group works on it.

Action Learning Worksheet

Characteristics of the group: _____

_____

Setting: _____

_____

Action Assignment: _____

_____

_____

_____

Time interval: _____

Reporting format/questions: _____

_____

_____

_____

_____

_____

_____

_____

VALUE COMMENTATOR

Purposes:

To help a group look at the value implications of their actions, rules, policies, etc.

To provide practice in assessing the values in plans, reports and policy statements and commenting on them.

Process:

1. Take the report or minutes of a meeting of an important group in your organization and give everyone a copy. Give each person a sheet of paper and ask them to list the positive value implications that they see in the report or minutes.
2. Then ask the participants to turn their paper over and list the negative value implications of the report. Remind the group that there are no "right" or "wrong" answers. Each person will decide for him or herself if the action had a good or bad value impact.
3. Form small groups and ask them to share their lists.
4. After some discussion, suggest that the small groups select one action that they agree had considerable value impact and try to come up with an alternative action that would carry the value implications the small group would want if they were the board or committee whose report or minutes they are working with.
5. Have each small group report out their alternative actions.

Materials: copies of a report, paper and pencils

Other Value Commentator Ideas

1. Have each person visit a meeting of a different board or committee in your organization; log value statements and value implications of actions and bring them back to your group for discussion.
2. Have, on a rotating basis, one member of your group be value observer/commentator of your group's actions. Give him or her 5 minutes at the end of the meeting to report observations.

Value Commentator Worksheet

Characteristics of the group: _____

_____

Setting: _____

_____

Report or minutes to be used: _____

_____

_____

_____

_____

_____

Sharing Process:

____ pairs

____ small groups

____ other _____

PERSONAL LOGS

Purposes:

1. To provide a time for participant reflection and goal setting.
2. To provide an opportunity for participants to record their experiences in the group.
3. To provide the chances for both participant and leader to look at the participant's experience and share jointly in their learnings.

Process:

1. The leader defines a log as something in which to write down events, thoughts and feelings. The activities on the log sheets may be used simply as a recording device and not shared until the end of the group's time together, used as a sharing device to create discussion at the end of each day. The important thing is to provide enough time and space in the day for the participant to reflect on what he or she has experienced that day.
2. Each day, the leader hands out one more sheet to be filled in and made part of the log.
3. At the end of the group meetings, each participant should be encouraged to take his log home for sharing with family and friends.

Log Model #1

Write down what you did today and how you feel about it. Also use this space to write down anything else you would like.

Log Model #2

List the activities you did today beside the corresponding time at which you did them.

8:00 a.m.

9:00 a.m.

10:00 a.m.

11:00 a.m.

12:00 a.m.

1:00 p.m.

2:00 p.m.

3:00 p.m.

4:00 p.m.

5:00 p.m.

6:00 p.m.

7:00 p.m.

8:00 p.m.

9:00 p.m.

10:00 p.m.

Star your happiest time today.

Underline your most average time today.

Complete the following sentences:

Today I spent most of my time _____

_____

Time went fastest when we _____

_____

Tomorrow I hope we spend more time _____

_____

Log Model #3

List three (3) things heard today that you really liked:

1.

2.

3.

List three (3) things you hope to do tomorrow:

1.

2.

3.

Of all the things you've done so far, draw a picture of the things that you liked the best:

Materials: paper and pencil-log sheets

Other log ideas:

1. Recordings of application of learnings.
2. Listing of how you spent your free time over the past weekend.
3. Recording of reactions to people and issues outside of your group.
4. History of your experience at trying something new.
5. Observational recording of persons or activities of interest to you.

Personal Logs Worksheet

Characteristics of the group: _____

_____

Setting: _____

_____

Log format and questions: _____

_____

_____

_____

_____

_____

_____

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_____

_____

_____

_____

_____

Sharing process:

____ Pairs

____ Small groups

____ Gallery

____ Leader-participants

____ Take home

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TRAINING CO-WORKERS

Many people who pick up this book on their own or in a workshop will find themselves at some point in a position to train others. You may want to train a couple of colleagues or you may want to introduce your volunteer leaders to the value education process.

We respectfully suggest that it isn't quite as easy as it may look on the surface. This is not to say you shouldn't try to train your co-workers, but rather is raised to remind you to take plenty of time to plan your training sessions, to allow enough time in the training sessions for the participants to really get involved, and to set realistic goals for your training events.

You will find in this chapter a rough outline of a three hour initial training session and outlines for two follow-up sessions. We consider this a minimum to introduce volunteers and part time group leaders, coaches or camp counselors.

Give serious consideration to teaming up to lead this training. Get together with another staff person who attended the staff training workshop you did and ask for his or her help in training your co-workers and offer your help in training your team mate's co-workers. This way you'll have help and you'll get two experiences leading which will give you a better base for future planning.

The keys to your training sessions with co-workers are:
- structure the sessions for participation and involvement in strategies, where they look at their own values rather that just talking about values education.
- focus on application of strategies to their groups and on their leadership skills and try to give them opportunities to practice strategies and lead.
- provide backup materials like a copy of this book for each person so that they have a resource to read and reread for reinforcement of the experimental learnings.
- create an atmosphere of excitement, confidence and support so that they feel that values education is important, fun, and that they can do it.

Any training program involves at least four major parts:
- the preparation of participants,
- the actual event with its activities,
- follow-up and reinforcement of learnings, and
- the "messages" that come through all phases in what is said and what is done and how it is conducted.

It is very important to prepare participants for the same event. Don't tell one person it is going to be one way and another person that is is going to be something else. Meet all of your co-workers personally to explain what you have in mind for this training event and then give them all some at least brief description of your expectations, the times, goals, etc. in writing. You may also want to give the participants something to study or think about before the training event to help them prepare.

During the actual training event you need to have carefully planned activities, yet be flexible and ready to change your plans to fit the needs and conditions of the event itself. You will want to make things participatory but not work them all the time. Have some fun, too.

The very best training event is only the beginning. If new skills are taught, they have to be tested after the training event and then follow-up, reinforcement and confidence building needs to take place. The trainer's job is not just to introduce things. He or she must be around for help when the trainee trys things out on his or her own.

Throughout the training sequence, people get messages . . . certain themes come through. The trainer should have these in mind and try to consciously work them into the preparation, the event, and the follow-up. Often, these messages are communicated most by the environment the trainer creates. In values education, those messages should include these ideas:

— that people are basically good and capable and that they can take charge of their own lives and live their values,
— that values are one of the important things people use in their decision making throughout life,
— that there are certain value decision-making skills that everyone needs to work on and keep sharp in order to make good value decisions, and
— that there are people that want to and can be supportive of other's self-worth and basic value.

The following training designs are only skeletons. You will need to fill in the details of which strategies you plan to use in each type, the content of your questions, etc. Be sure to plan your training for a time convenient for your participants and yourself and hold it in a comfortable room with lots of space to spread out and move around.

INITIAL TRAINING SESSION

Objective	Activity	Time
A. To help create the supportive environment and get people involved	1. Introduce yourself, your goals, and your overall plan as trainer	5-10 minutes
	2. Present house rules and provide time for discussion	5-10 minutes
	3. Do one exploring strategy	20-30 minutes
B. To look at exploring strategies and their use in groups	4. Do one more exploring strategy and/or "walk through" all of the exploring strategies	15-20 minutes
	5. Small groups discuss exploring strategies, where they might use them in their programs and topics they might use	10-15 minutes
C. To introduce choosing strategies and their use in groups	6. Do two or more choosing strategies and "walk through" the rest	30-45 minutes
	7. Small groups discuss choosing strategies, where they might use them in their programs and topics they might use	10-15 minutes
D. To focus on planning and leading strategies	8. Present some of the basic concepts of values education and ask them to work on this chapter as homework	10-15 minutes
	9. Review the worksheets for the exploring and choosing strategies and provide time for individual planning of one exploring and one choosing strategy that each participant could use in the near future in his or her program.	15-20 minutes
	10. Have small groups share these plans and practice lead, if time allows	15-20 minutes
E. To bring closure on this session	11. "Whip" around the room asking each person to share one quick "I learned statement"	5 minutes

FIRST FOLLOW-UP SESSION

Objective	Activities	Time
A. To share experiences with value education	1. Form small groups and do focus person with the topic being what did you do with your plans for your two strategies?	10-15 minutes
B. To introduce linking strategies	2. Do two or more linking strategies	30-45 minutes
	3. Small groups discuss linking strategies and their use	10-15 minutes
C. To focus on planning and leading	4. Small groups discuss leadership issues and each person tries practice leading a linking strategy they might use	30-45 minutes
D. To bring closure	5. Individuals write "I learned statements" and leader collects and reads them back to the group	10 minutes

SECOND FOLLOW-UP SESSION

Objectives	Activities	Time
A. To share experiences	1. Model an interview and then form triads and have everyone do an interview and be interviewed	30-45 minutes
B. To introduce the focusing strategies	2. Do one or two other focusing strategies	20-30 minutes
	3. Small groups discuss focusing strategies	10-15 minutes
C. To look at further needs in values education	4. Form small groups around special interests for further work on values education (other programs, family involvement, evaluation, etc.) and have these groups identify needs	15-20 minutes
D. To bring closure on this session	5. Have participants send telegrams to each other with supportive messages.	10 minutes

RESOURCES

There are many books and audio-visuals available to you to help you go further in value education. Listed below are several of the key sources of such books if you need to go beyond your own community. Write these publishers for their latest catalogues. Of course, you may find all the resources you need in your own public or college library and through your local bookstore.

Argus Communications - *7440 Natchez, Niles, Illinois 60648*
Guidance Associates - *41 Washington Avenue, Pleasantville, New York 10570*
National Humanistic Education Center - *Springfield Rd., Upper Jay, New York 12987*
Pennant Educational Materials - *4680 Alvarado Canyon Road, San Diego, California 92120*
Serendipity House - *Box 461, Scottsdale, Pennsylvania 15683*
University Associates Publishers, Inc. - *7596 Eads Avenue, LaJolla, California 92037*
Winston Press - *25 Groveland Terrace, Minneapolis, Minnesota 55403*
YMCA-Values Education Center - *6801 S. LaGrange Rd., LaGrange, Illinois 60525*

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